

DOCUMENT RESUME

ED 193 353

UD 020 655

TITLE Elementary School Parent Attitudes Toward Desegregation--Second Survey, May 1978.
INSTITUTION Detroit Public Schools, Mich. Dept. of Research and Evaluation.
PUB DATE May 79
NOTE 61p.; Not available in paper copy due to light print. For related documents see UD 020 653-654, UD 020 657, UD 020 659-660, and UD 020 662.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Academic Achievement; Attitude Measures; Busing; Counseling; *Desegregation Effects; Discipline; Educational Quality; Elementary Education; *Parent Attitudes; Parent School Relationship; Questionnaires; Racial Relations; *School Desegregation
IDENTIFIERS *Michigan (Detroit)

ABSTRACT

A questionnaire was administered to samples of parents of Grade 2 and Grade 5 students in 38 desegregated elementary schools in Detroit, Michigan, to evaluate the impact of desegregation on parent attitudes. The questions focused on several areas including desegregation and busing, pupil learning and racial relations, quality of education, school-parent relations, discipline, and counseling. This report includes analyses of questionnaire items that were considered most important and meaningful for a useful evaluation. The appendix presents the complete distributions of responses to the questionnaire items for which major findings were reported. (MK)

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ELEMENTARY SCHOOL PARENT ATTITUDES TOWARD DESEGREGATION--
SECOND SURVEY, May 1978

Highlights of the Report

1. When asked how well their child was learning this year compared with last year, 42 percent of all black parents said "Better" or "Much better," 45 percent-- "About the same," and 14 percent-- "Worse" or "Much worse." Black parent responses in the 1977 survey were about the same. Of all white parents, 26 percent said "Better" or "Much better," up 10 percent from 1977 survey results; 53 percent said "About the same;" and 21 percent said "Worse" or "Much worse," down 8 percent from the 1977 survey. (Question 4)
2. When asked for their general overall rating of their child's elementary school, 61 percent of all black parents and 49 percent of all white parents responded "Good" or "Very good," 33 percent of all blacks and 34 percent of all whites said "Fair," and seven percent of all blacks and 17 percent of all whites said "Poor" or "Very poor." This question was not asked in the 1977 survey. (Question 22)
3. About 70 percent of both black and white parents indicated that they were "Quite satisfied" or "Very satisfied" with the quality of teaching of reading, writing, and arithmetic at their children's schools. The 1977 survey results were very similar. (Question 9, 10, and 11)
4. When asked how they felt about busing elementary school children to help bring about desegregation, 46 percent of all black parents said they were opposed, up one percent from 1977. Of the white parents 81 percent indicated opposition, down six percent from 1977. (Question 2)
5. When asked what kind of school (as to racial mix) they would prefer their elementary school children to attend, 84 percent of all black parents and 44 percent of all whites replied "Half black..., half white..." Nine percent of the black parents said "Mostly..." or "All black..." and 55 percent of all whites said "Mostly..." or "All white students." This question was not asked in the 1977 survey. (Question 5)
6. In reply to "How well is your Grade 2 (5) child getting along in school with other pupils who are not of the same race?", 75 percent of all black parents responded "Quite..." or "Very well," down seven percent from 1977. Of the white parents, 56 percent said "Quite..." or "Very well," up nine percent from 1977. Only one percent of all black parents and 12 percent of all whites replied "Quite..." or "Very poorly." (Question 34)

7. In reply to "How do you feel about the treatment of black and white children at your Grade 2 (5) child's school?", "Black and white treated equally" was the response of 87 percent of all black parents (up four percent from 1977) and 80 percent of all white parents (up one percent from 1977).
(Question 35)
8. When asked how satisfied they were with opportunities for parents to participate in school affairs, 84 percent of both black and white parents replied "Quite..." or "Very satisfied." Results in the 1977 survey were almost identical.
(Question 19)

Research and Evaluation Department
May 1979

Introduction

In the fall of 1976 the General Evaluation Unit of the Research and Evaluation Department was assigned responsibility for evaluation of court ordered desegregation of the Detroit Public Schools. Planning of the evaluation was guided by consideration of three basic goals of school desegregation, namely:

1. Improved learning,
2. Equality of educational opportunity, and
3. Improved intergroup and interracial relations.

The evaluation design provided for a continuing study of the impact of desegregation on attitudes of students, staff and parents, and on pupil achievements.

The evaluation of attitudes was begun with the administration of questionnaires in May 1977 to Grade 7 and Grade 10 students, parents of elementary and middle school students, and local school staff at all school levels. Members of the student, parent, and staff samples represented a total of 72 schools. Results of the questionnaire studies were reported in a series of seven reports issued in the first four months of 1978 under the following titles:

Grade 7 Student Questionnaire Study--Major Findings
Grade 10 Student Questionnaire Study--Major Findings
Elementary School Staff Questionnaire Study--Major Findings
Middle School Staff Questionnaire Study--Major Findings
High School Staff Questionnaire Study--Major Findings
Elementary School Parent Questionnaire Study--Major Findings
Middle School Parent Questionnaire Study--Major Findings

Results of a first study of pupil achievements are described in a report, issued in June 1978, entitled "Reading Achievements of Desegregated School Pupils Who Attended Segregated Schools Before Pupil Reassignments."

The questionnaire survey of student, staff and parent attitudes was repeated in May 1978, one year after the first survey. Most of the items were identical to those used in the initial survey.

The sample schools for the second (May 1978) attitude survey were selected, (as in the initial survey) in a manner to obtain representation of several types of schools classified with respect to racial mix before and after pupil reassignments were initiated (in January 1976). Nearly all of the schools selected for participation in the second survey also participated in the initial survey. Classification of the schools was done on the basis of percents of black and white students at each school as of September 26, 1975 and as of September 30, 1977. For each of these times every regular elementary, middle and high school in the school system was classified according to court definitions as "Identifiable White" (greater than 70 percent white), "Predominantly Black" (greater than 55 percent black), or "Desegregated" (30 percent to 55 percent black). Henceforth in this report these desegregation status classifications will be abbreviated "White," "Black," and "Deseg." Every school was then classified according to its sequence of statuses over the two points in time, e.g.,

"White-Deseg," "White-Black," "Black-Deseg," "Deseg-Deseg," "Black-Black," etc. Finally, arbitrary numbers of schools were randomly selected at each school level to represent the various types. In Table 1 are given the number of sample schools by type and school level.

Table I

Distribution of Schools Selected for Participation in the Second Survey of Student, Staff, and Parent Attitudes by Desegregation Status and School Level

Desegregation Status	Number of Schools by Level			Total
	Elementary	Middle	Senior HS	
White-Deseg	9	3	0	12
Black-Deseg	3	2	0	5
Deseg-Deseg	4	2	1	7
Deseg-Black	4	2	1	7
White-Black	8	4	3	15
Black-Black (enrollment < 80% Black)	4	3	3	10
Black-Black (enrollment > 80% Black)	6	6	3	15
Total	38	22	11	71

This report on findings of the second survey of elementary school parent attitudes is the sixth of a series of seven reports on results of the student, staff and parent questionnaires administered in May 1973.

The first five reports, issued in February, March, and April, 1979, were entitled:

Grade 7 Student Attitudes Toward Desegregation--
Second Survey, May 1978

Grade 10 Student Attitudes Toward Desegregation--
Second Survey, May 1978

Elementary School Staff Attitudes Toward Desegregation--
Second Survey, May 1978

Middle School Staff Attitudes Toward Desegregation--
Second Survey, May 1978

High School Staff Attitudes Toward Desegregation--
Second Survey, May 1978

The Second Survey of Elementary School Parent Attitudes

Description of the Study

The parent attitudes questionnaire was developed by the General Evaluation Unit of the Research and Evaluation Department. The questions focused on several areas including desegregation and busing, pupil learning, pupil racial relations, quality of teaching, school-parent relations, discipline and counseling. The questionnaire used for the second survey (May 1978) included most of the questions in the one used for the first (May 1977) survey, and a few new questions.

The questionnaire was administered late in May 1978 to parents of randomly selected Grade 2 and Grade 5 pupils in all 38 elementary schools in the desegregation evaluation sample, and to parents of a random sample of Grade 7 students in the 22 sample middle schools. The elementary school pupil sample members took the questionnaires home to their parents in envelopes which contained stamped and addressed envelopes for mailing the completed instruments to the Research and Evaluation Department. Questionnaires were delivered to parents of approximately 600 Grade 2 pupils and 590 Grade 5 pupils. A total of 497 completed questionnaires were returned. The overall rate of return was thus about 42 percent.

The 38 sample elementary schools represented seven types of schools with respect to desegregation status before and after January 1976 pupil reassignments. (The classification of

schools by type is explained above in the Introduction.) The distribution of the parent sample was as follows:

<u>Type of School</u>	<u>Number of Schools</u>	<u>Numbers of Parent Respondents</u>		
		<u>Black</u>	<u>White</u>	<u>Total</u>
White-Deseg	9	42	80	122
Black-Deseg	3	22	20	42
Deseg-Deseg	4	17	21	38
Deseg-Black	4	23	22	45
White-Black	8	66	54	120
Black-Black (< 80% black students)	4	32	25	57
Black-Black (> 80% black students)	<u>6</u>	<u>66</u>	<u>*</u>	<u>66</u>
Totals	38	268	222	490

Two different forms of the questionnaire were administered, one for the Black-Black schools with more than 80 percent black students, and one for the other six types of schools (all of which had substantial numbers of both black and white students). Most questions were in both forms, but the form for the Black-Black schools with over 80 percent black students did not include questions pertaining to racial relations in school.

Analysis of Response Data

All participating parents' responses and certain identification data (not including names) were keypunched on cards. Computer analyses were run to obtain distributions of responses

*Results for 7 white parents are not reported.

to each question broken down by type of school and by parent's race. To facilitate comparisons among the different sample subgroups, chi square tests were run for all questions to test for statistical significance of differences between black and white parents' responses and among the different types of schools.

Major Findings

This report presents findings for all parent questionnaire items except two which are not relevant to a meaningful evaluation of parent attitudes concerning desegregation.

The findings are grouped under subheadings indicating the areas of inquiry concerned. Many of the findings statements include comparisons between black and white parents' responses and/or comparisons among the types of schools. All such comparisons noted are based on statistically significant differences. The statements of findings describe major findings only for each question.

Complete tabulations of all response distribution data for each question and results of all tests for significance of differences are presented in an appendix to this report. In the appendix the "Types of Schools" are abbreviated as follows:

WD = White - Deseg

BD = Black - Deseg

DD = Deseg - Deseg

DB = Deseg - Black

WB = White - Black

BB (< 80% B) = Black-Black with less than 80 percent
black enrollment

BB (> 80% B) = Black-Black with more than 80 percent
black enrollment

The major findings are as follows:

Desegregation and Busing

Question 2. How do you feel about children being bused
to elementary schools to help bring about
pupil desegregation? (Circle your answer.)

1	2	3	4	5
Strongly against	Somewhat against	Neutral-- Not in favor or against	Somewhat favor	Strongly favor

Of all elementary school parent respondents, seven percent responded "Strongly favor," 14 percent replied "Somewhat favor," 16 percent--"Neutral," 20 percent--"Somewhat against," and 42 percent--"Strongly against." White parents were more opposed to busing (81 percent responded "Somewhat... or "Strongly against") than were black parents (46 percent "Somewhat..." or "Strongly against ") Although there were some differences in response tendencies among the types of schools, at every type substantially more parents were against busing than in favor of it.

Question 3. Do you believe that Grade 2 (5) children are
getting a poorer or better education now than
before desegregation?

1	2	3	4	5
Much poorer than before	Somewhat poorer than before	About the same as before	Somewhat better than before	Much better than before

Of all black parents 38 percent responded "Somewhat..." or "Much better than before," 47 percent--"About the same," and 15 percent--"Somewhat..." or "Much poorer than before." White parents were more negative as 12 percent responded "Somewhat..." or "Much better...", 45 percent--"About the same," and 43 percent--"Somewhat..." or "Much worse." Response distributions were very similar for all types of schools except the Black-Black schools with more than 80 percent black enrollment, where only nine percent of the parents felt that children were getting a "worse" education than before desegregation.

Question 5. If you could choose the kind of school your Grade 2 (5) child would attend, what kind would it be?

1	2	3	4	5
All white students	Mostly white students	Half black students, half white students	Mostly black students	All black students

Of all black parents, nine percent preferred schools with "Mostly..." or "All black students," 84 percent preferred "Half black..., half white students," and seven percent--"Mostly white students." Of all white parents, 21 percent preferred "All white..." schools, 34 percent--"Mostly white...", 44 percent--"Half black..., half white...", and one percent--"Mostly black..." schools. In every type of schools at least 80 percent of all black parents preferred "Half black..., half white..." schools. White parents of pupils in the recently

desegregated schools (White-Deseg and Black-Deseg) were more likely to prefer racially balanced schools than were white parents: parents of pupils in any other type of schools.

Question 31. How do you feel busing for desegregation is working in your Grade 2 (5) child's school? (If no children are bused to the school, skip this question.)

1	2	3	4	5
Very poorly	Poorly	Fair	Quite well	Very well

Of all black parents respondents, 49 percent judged busing as working "Quite well" or "Very well" at their child's school, 33 percent said "Fair," and 18 percent--"Poorly" or "Very poorly." White parents were more negative as 19 percent said "Quite well" or "Very well," 35 percent--"Fair," and 46 percent--"Poorly" or "Very poorly." Differences among types of schools were not significant.

Question 32. How safe do you feel Grade 2 (5) children are on school buses?

1	2	3	4
Very unsafe	Quite unsafe	Quite safe	Very safe

Most black parents (70 percent) judged that children are "Quite safe" or "Very safe" on school buses. The majority of white parents (61 percent) considered children "Quite unsafe" or "Very unsafe" on the buses. Differences among the types of schools were not significant.

Question 33. How do you think teachers at your Grade 2 (5) child's school feel about black and white students going to the same school together?

1	2	3
Most teachers don't like it	It doesn't seem to matter to most teachers	Most teachers like it

Seventy-five percent of all parents responded "It doesn't seem to matter to most teachers," 13 percent said "Most teachers like it," and 13 percent said "Most teachers don't like it." Differences between black and white parents were not significant. Parents of children at the Black-Deseg schools and the Black-Black schools with less than 80 percent black enrollment were more likely to judge that most teachers like racially integrated schools than were parents of pupils in other types of schools.

Pupil Racial Relations

Question 34. How well is your Grade 2 (5) child getting along in school with other pupils who are not of the same race?

1	2	3	4	5
Very poorly	Quite poorly	Fair	Quite well	Very well

Of all black parents 28 percent responded "Very well," 47 percent--"Quite well," 24 percent--"Fair," and one percent--"Quite poorly." Of all white parents 20 percent replied "Very well," 36 percent--"Quite well," 33 percent--"Fair," and 12 percent--"Quite..." or "Very poorly." Differences among types of schools were not significant.

Question 21. Do you think black and white Detroit students will get along better or worse next year than this year?

1	2	3	4	5
Much worse next year	A little worse next year	About the same next year	A little better next year	Much better next year

Black parents were more optimistic than whites in predicting changes in racial relations for the next school year. Of all black parents 38 percent responded "A little better..." or "Much better next year," 58 percent said "About the same..." and only four percent said "A little..." or "Much worse..." Of all white parents, 12 percent forecast better relations, 62 percent said "About the same next year," and 26 percent predicted worse relations. Differences among types of schools were not significant.

Child's Learning

Question 4. How well is your Grade 2 (5) child learning this year compared with last year?

1	2	3	4	5
Much poorer	Poorer	About the same	Better	Much better

Thirty-five percent of all parents replied that their children were learning "Better" or "Much better" than in the previous year, 49 percent said "About the same," and 17 percent said "Worse" or "Much worse." Black parents were more likely than whites to respond "Better" or "Much better," but even so, more white parents indicated that their children's learning was better than said it was worse. Differences among types of schools were not significant.

Question 7. How satisfied are you with the marks your Grade 2 (5) child is getting in school?

1	2	3	4
Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied

About three-fourths (73 percent) of all parents indicated that they were "Quite satisfied" or "Very satisfied" with their children's marks, while 28 percent said "Quite..." or "Very dissatisfied." Black and white parents did not differ significantly. Satisfaction was more prevalent among Deseg-Black school parents than among parents of children in any other type of schools.

Overall Rating of Child's School

Question 22. What is your general overall rating of your Grade 2 (5) child's school?

1	2	3	4	5
Very poor	Poor	Fair	Good	Very Good

Nineteen percent of all parents rated their child's school "Very good," 36 percent--"Good," 34 percent--"Fair," eight percent--"Poor," and three percent--"Very poor." "Good" or "Very good" ratings were more likely among black parents (61 percent) than among whites (39 percent). "Poor" or "Very poor" ratings were given by eight percent of all black parents and by 15 percent of all whites. Differences among types of schools were not significant.

Quality of Teaching

Question 9. How satisfied are you with the quality of teaching reading in the elementary grades in Detroit schools?

1	2	3	4
Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied

Of all parent respondents, 59 percent indicated feeling "Quite..." or "Very satisfied" with the teaching of reading in the elementary grades in Detroit schools, while 31 percent indicated dissatisfaction. Differences between black and white parents were not significant, nor were differences among types of schools.

Question 10. How satisfied are you with the quality of teaching writing in the elementary grades in Detroit schools?

1	2	3	4
Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied

Seventy percent of all parents said they were "Quite..." or "Very satisfied" with the teaching of writing in the elementary grades, while 30 percent indicated dissatisfaction. Differences between black and white parents and among types of schools were not significant.

Question 11. How satisfied are you with the quality of teaching arithmetic in the elementary grades in Detroit schools?

1	2	3	4
Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied

Sixty-eight percent of all parents replied that they were "Quite..." or "Very satisfied" with the quality of arithmetic teaching in the elementary schools, while 32 percent indicated dissatisfaction. Black and white parent response tendencies were identical and differences among types of schools were not significant.

Question 23. How good a job is your Grade 2 (5) child's school doing in teaching the basic skills (reading, writing, arithmetic)?

1	2	3	4	5
Very poor	Poor	Fair	Good	Very good

Teaching of the basis skills was rated "Good" or "Very good" by majorities of both black parents (62 percent) and white parents (57 percent). A "Fair" rating was given by 31 percent of the black parents and 29 percent of the whites, and poor ratings were given by eight percent of all black parents and 15 percent of all whites. Differences among the types of schools were not significant.

Question 24. How good a job is your Grade 2 (5) child's school doing in teaching good citizenship (cooperation, honesty, and respect for others)?

1	2	3	4	5
Very poor	Poor	Fair	Good	Very good

The teaching of good citizenship was rated "Good" or "Very good" by 67 percent of all black parents and 56 percent of all whites. It was rated "Fair" by 25 percent of the blacks

and 24 percent of the whites, and "Poor" or "Very poor" by nine percent of the blacks and 19 percent of the whites. Differences among types of schools were not significant.

Question 25. How good a job is your Grade 2 (5) child's school doing in encouraging children to do their best?

1	2	3	4	5
Very poor	Poor	Fair	Good	Very good

Sixty percent of all parents judged that their child's school was doing a "Good" or "Very good" job of encouraging children to do their best, 28 percent said "Fair," and 12 percent--"Poor" or "Very poor." Differences between black and white parents were not significant, nor were differences among types of schools.

Question 26. How good a job is your Grade 2 (5) child's school doing in meeting each child's individual needs?

1	2	3	4	5
Very poor	Poor	Fair	Good	Very good

Their children's schools were rated as doing a "Good" or "Very good" job of meeting each child's individual needs by 46 percent of all black parents and 35 percent of all whites. A fair rating was given by 35 percent of all blacks and 29 percent of all whites, and "Poor" or "Very poor" was the rating by 20 percent of all blacks and 35 percent of all whites. Differences among types of schools were not significant.

Pupil-Teacher Relations

Question 6. How well is your Grade 2 (5) child getting along with teachers this year?

1	2	3	4	5
Very poorly	Quite poorly	Fair	Quite well	Very well

Seventy-one percent of all parents responded "Quite well" or "Very well," 23 percent--"Fair," and six percent--"Quite poorly" or "Very poorly." Differences between black and white parents were not significant, nor were differences among types of schools.

Question 8. How satisfied are you with how teachers are working with your child this year?

1	2	3	4
Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied

Almost four of every five parents (78 percent) reported feeling "Quite..." or "Very satisfied" with how teachers were working with their children, while 22 percent indicated dissatisfaction. Differences between black and white parents and among types of schools were not significant.

Question 35. How do you feel about the treatment of black and white children at your Grade 2 (5) child's school?

- 1) Black children are treated better than white children.
- 2) White children are treated better than black children.
- 3) Black and white children are treated the same.

"Black and white treated the same" was the response of 87 percent of all black parents and 80 percent of all white parents. All remaining black parents said "White treated better than black," while nearly all remaining white parents said "Black treated better than white." Differences among the types of schools were not significant.

Discipline and Counseling

Question 27. How good a job is your Grade 2 (5) child's school doing in maintaining good discipline?

1	2	3	4	5
Very poor	Poor	Fair	Good	Very good

Sixty percent of all black parents and 46 percent of all whites judged their child's school to be doing a "Good" or "Very good" job of maintaining good discipline. "Fair" ratings were given by 29 percent of all blacks and 28 percent of all whites, and "Poor" or "Very poor" were the ratings by 11 percent of all black parents and 26 percent of all whites. Differences among the types of schools were not significant.

Question 12. How would you describe the handling of discipline at your Grade 2 (5) child's school?

1	2	3
Too Strict	Just about right	Too easygoing

Two-thirds (67 percent) of all parents described the handling of discipline as "Just about right," 30 percent said "Too easygoing," and 3 percent--"Too strict." White parents were more likely to say "Too easygoing" than were black parents. Differences among types of schools were not significant.

Question 13. How much of a problem is fighting and other disruptive behavior at your Grade 2 (5) child's school?

1	2	3	4
No problem	Little problem	Somewhat of a problem	A serious problem

Of all elementary school parent respondents, 11 percent judged fighting and other disruptive behavior to be "A serious problem," 33 percent--"Somewhat of a problem," 43 percent--"Little problem," and 13 percent--"No problem." Differences between black and white parents and among the types of schools were not significant.

Question 29. How good a job is your Grade 2 (5) child's school doing in counseling children who misbehave?

1	2	3	4	5
Very poor	Poor	Fair	Good	Very good

Their children's schools were rated as doing a "Good" or "Very good" job of counseling children who misbehave by 61 percent of all black parents and 44 percent of all whites. "Fair" was the rating of 24 percent of the blacks and 28 percent of the whites, and "Poor" or "Very poor" ratings were given by 15 percent of the blacks and 29 percent of the whites. Differences among the types of schools were not significant.

School-Parent Relations

Question 14. Since September, how often have you visited your child's school to attend meetings of a parent-teacher organization?

1) No times 2) Once or twice 3) Three or more times

Of all parents 19 percent reported visiting their child's school to attend meetings of a parent-teacher organization "Three or more times," 21 percent--"Once or twice," and 60 percent "No times." Black parents were a little more likely to report attending such meetings than were white parents. Parents of White-Deseg and Black-Deseg school children were less likely to have attended meetings than were parents of children in any other type of schools. Attendance was most likely among parents of children in the Black-Black schools with over 80 percent black enrollment.

Question 15. Since September, how often have you visited your child's school for a parent-teacher conference?

- 1) No times 2) Once or twice 3) Three or more times

Almost three of every four (73 percent) of all parents reported visiting their child's school at least once for a parent-teacher conference, while 27 percent replied "No times." Differences between black and white parents were not significant, except in the White-Deseg schools where black parents were much more likely to respond "No times." Differences among types of schools were not significant.

Question 16. Since September, how often have you visited your child's school to discuss a problem your child is having?

- 1) No times 2) Once or twice 3) Three or more times

Fifty percent of all black parents and 41 percent of all white parents reported visting their child's school at least once to discuss a problem their child was having. Differences among the types of schools were not significant.

Question 17. Since September, how often have you visited your child's school to attend a school program?

- 1) No times 2) Once or twice 3) Three or more times

Of all parents, 18 percent reported visiting their child's school to attend a school program "Three or more times," 39 percent--"Once or twice," and 43 percent--"No times." Differences between black and white parents were not significant. "No times" responses were more prevalent among parents of pupils at White-Deseg schools, Black-Deseg schools, and Black-Black schools with less than 80 percent black enrollment than among parents of pupils at the other types of schools.

Question 18. How satisfied are you with information provided to parents by your Grade 2 (5) child's school?

1	2	3	4
Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied

Of all parents, 27 percent indicated feeling "Very satisfied" with information provided by their child's school, 54 percent said "Quite satisfied," 11 percent--"Quite dissatisfied," and eight percent--"Very dissatisfied." Differences between black and white parents were not significant, nor were differences among types of schools.

Question 19. How satisfied are you with the number of opportunities parents like you have to participate in school affairs?

1	2	3	4
Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied

Twenty-four percent of all parents reported feeling "Very satisfied" with the number of opportunities parents had to participate in school affairs, 60 percent said "Quite satisfied," while 16 percent said "Quite..." or "Very dissatisfied." Black parents were more likely than whites to say "Very satisfied." Differences among types of schools were not significant.

Question 28. How good a job is your Grade 2 (5) child's school doing in reporting pupil progress to parents?

1	2	3	4	5
Very poor	Poor	Fair	Good	Very good

Their children's schools were rated as doing a "Good" or "Very good" job of reporting pupil progress to parents by 64 percent of all parents, a "Fair" job by 22 percent, and a "Poor" or "Very poor" job by 14 percent. Black and white parent ratings differed little. Differences among the types of schools were not significant.

Pupil Safety

Question 20. How safe are Grade 2 (5) children in your child's school?

1	2	3	4
Very unsafe	Quite unsafe	Quite safe	Very safe

Of all parents, 17 percent responded "Very safe," 66 percent--"Quite safe," 13 percent--"Quite unsafe," and four percent--"Very unsafe." "Quite safe" or "Very safe" responses were somewhat more prevalent among black parents (87 percent) than among white parents (78 percent). Differences among the types of schools were not significant.

APPENDIX

In this appendix are presented the complete distributions of responses to all parent questionnaire items for which major findings have been reported, and results of all tests for significance of differences among subgroups of respondents.

2. How do you feel about children being bussed to elementary schools to help bring about pupil desegregation?

Type of School	Race	Percent of Responses					Total No. of Resps.	Signif. ¹
		Strongly against	Somewhat against	Neutral-- not in favor or against	Somewhat favor	Strongly favor		
WD	B	20	15	24	29	12	(41)	**
	W	62	17	13	8	1	(78)	
	Total	47	16	17	15	5	(119)	
BD	B	23	32	18	27	0	(22)	NS
	W	45	30	15	10	0	(20)	
	Total	33	31	17	19	0	(42)	
DD	B	18	35	18	24	6	(17)	**
	W	81	10	10	0	0	(21)	
	Total	53	21	13	11	3	(38)	
DB	B	9	22	26	22	22	(23)	**
	W	86	9	0	0	5	(22)	
	Total	47	16	13	11	13	(45)	
WB	B	28	19	14	13	27	(64)	**
	W	56	28	17	0	0	(54)	
	Total	41	23	15	7	14	(118)	
EB (< 80% B)	B	38	13	16	28	6	(32)	NS
	W	64	8	12	12	4	(25)	
	Total	49	11	14	21	5	(57)	
EB (> 80% B)	B	26	24	23	23	5	(66)	
TOTALS	B	25	21	20	22	13	(265)	**
	W	63	18	12	5	1	(220)	
	Total	42	20	16	14	7	(485)	

¹Statistical significance of differences between black and white parents' responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

Differences among the types of schools (based on the chi square test) were significant at the .01 level.

3. Do you believe that Grade 2 (5) children are getting a poorer or better education now than before desegregation?

Type of School	Race	Percents of Responses					Total No. of Resps.	Signif. ¹
		Much poorer than before	Somewhat poorer than before	About the same as before	Somewhat better than before	Much better than before		
WD	B	5	12	43	21	19	(42)	**
	W	13	26	50	8	3	(76)	
	Total	10	21	48	13	9	(118)	
BD	B	9	14	50	18	9	(22)	NS
	W	39	11	33	17	0	(18)	
	Total	23	13	43	18	5	(40)	
DD	B	7	13	47	33	0	(15)	NS
	W	24	14	52	10	0	(21)	
	Total	17	14	50	19	0	(36)	
DB	B	9	9	48	22	13	(23)	NS
	W	19	33	38	5	5	(21)	
	Total	14	21	43	14	9	(44)	
WB	B	9	3	39	25	25	(65)	**
	W	17	33	43	6	2	(54)	
	Total	13	17	40	16	14	(119)	
EB (< 80% B)	B	16	9	34	28	13	(32)	NS
	W	4	25	46	25	0	(24)	
	Total	11	16	39	27	7	(56)	
EB (> 80% B)	B	6	3	63	22	6	(65)	
TOTALS	B	8	7	47	24	14	(264)	**
	W	17	26	45	10	2	(214)	
	Total	12	16	46	17	9	(478)	

¹Statistical significance of differences between black and white parents' responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

Differences among the types of schools (based on the chi square test) were significant at the .05 level.

4. How well is your Grade 2 (5) child learning this year compared with last year?

Type of School	Race	Percents of Responses					Total No. of Resps.	Signif. ¹
		Much poorer	Poorer	About the same	Better	Much Better		
WD	B	0	10	45	29	17	(42)	NS
	W	4	10	56	19	11	(79)	
	Total	3	10	52	22	13	(121)	
BD	B	5	9	46	32	9	(22)	NS
	W	10	30	30	25	5	(20)	
	Total	7	19	38	29	7	(42)	
DD	B	6	6	59	29	0	(17)	NS
	W	10	14	43	33	0	(21)	
	Total	8	11	50	32	0	(38)	
DB	B	9	4	65	13	9	(23)	NS
	W	5	14	55	14	14	(22)	
	Total	7	9	60	13	11	(45)	
WB	B	3	11	33	33	20	(66)	**
	W	7	20	52	13	7	(54)	
	Total	5	15	42	24	14	(120)	
EB (< 80% B)	B	3	13	34	34	16	(32)	NS
	W	4	12	64	12	8	(25)	
	Total	4	12	47	25	12	(57)	
EB (> 80% B)	B	0	15	52	25	8	(65)	
TOTALS	B	3	11	45	29	13	(267)	**
	W	6	15	52	18	9	(221)	
	Total	4	13	49	24	11	(488)	

¹Statistical significance of differences between black and white parents' responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

5. If you could choose the kind of school your Grade 2 (5) child would attend, what kind would it be?

Type of School	Race	Percents of Responses					Total No. of Resps.	Sig- ¹ nif.
		All white students	Mostly white students	Half black students, half white students	Mostly black students	All black students		
WD	B	0	8	85	5	3	(40)	
	W	27	23	50	0	0	(74)	**
	Total	18	18	62	2	1	(114)	
HD	B	0	5	85	10	0	(20)	
	W	15	30	55	0	0	(20)	*
	Total	8	18	70	5	0	(40)	
DD	B	0	0	94	6	0	(16)	
	W	25	35	35	5	0	(20)	**
	Total	14	19	61	6	0	(36)	
DB	B	0	0	82	9	9	(22)	
	W	25	35	40	0	0	(20)	**
	Total	12	17	62	5	5	(42)	
WB	B	0	14	80	5	2	(64)	
	W	17	43	40	0	0	(53)	**
	Total	8	27	62	3	1	(117)	
EB (< 80% B)	B	0	6	88	3	3	(32)	
	W	13	48	39	0	0	(23)	**
	Total	6	24	67	2	2	(55)	
EB (> 80% B)	B	0	5	85	5	6	(66)	
TOTALS	B	0	7	84	5	4	(260)	
	W	21	34	44	1	0	(210)	**
	Total	10	19	66	3	2	(470)	

¹Statistical significance of differences between black and white parents' responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

Differences among the types of schools (based on the chi square test) were significant at the .01 level.

6. How well is your Grade 2 (5) child getting along with teachers this year?

Type of School	Race	Percents of Responses					Total No. of Resps.	Signif. ¹
		Very poorly	Quite poorly	Fair	Quite well	Very well		
WD	B	2	2	24	36	36	(42)	NS
	W	0	1	23	33	42	(78)	
	Total	1	2	23	34	40	(120)	
BD	B	5	5	5	24	62	(21)	.
	W	0	11	37	32	21	(19)	
	Total	3	8	20	28	43	(40)	
DD	B	0	18	18	41	24	(17)	NS
	W	0	0	14	48	38	(21)	
	Total	0	8	16	45	32	(38)	
DB	B	4	0	35	44	17	(23)	NS
	W	0	5	9	41	46	(22)	
	Total	2	2	22	42	31	(45)	
WB	B	2	3	23	38	34	(64)	NS
	W	2	6	30	34	28	(53)	
	Total	2	4	27	36	32	(117)	
BB (< 80% B)	B	6	3	9	31	50	(32)	NS
	W	4	8	32	36	20	(25)	
	Total	5	5	19	33	37	(57)	
BB (> 80% B)	B	5	2	27	36	30	(66)	
TOTALS	B	3	3	22	36	36	(265)	NS
	W	1	4	25	36	34	(218)	
	Total	2	4	23	36	35	(483)	

¹Statistical significance of differences between black and white parents' responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

7. How satisfied are you with the marks your Grade 2 (5) child is getting in school?

Type of School	Race	Percents of Responses				Total No. of Resps.	Signif. ¹
		Very dissatis- fied	Quite dissatis- fied	Quite satis- fied	Very satis- fied		
WD	B	10	23	48	20	(40)	NS
	W	3	17	45	36	(78)	
	Total	5	19	46	31	(118)	
BD	B	19	10	43	29	(21)	NS
	W	28	22	17	33	(18)	
	Total	23	15	31	31	(39)	
DD	B	12	24	59	6	(17)	NS
	W	5	10	62	24	(21)	
	Total	8	16	61	16	(38)	
DB	B	9	14	46	32	(22)	NS
	W	5	0	55	41	(22)	
	Total	7	7	50	36	(44)	
WB	B	6	17	55	22	(64)	NS
	W	11	21	40	28	(53)	
	Total	9	19	48	25	(117)	
EB (< 80% B)	B	19	3	58	19	(31)	*
	W	16	32	44	8	(25)	
	Total	18	16	52	14	(56)	
EB (> 80% B)	B	14	17	53	17	(66)	
TOTALS	B	12	16	52	20	(261)	NS
	W	9	18	44	30	(217)	
	Total	11	17	49	25	(478)	

¹Statistical significance of differences between black and white parents' responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

Differences among the types of schools (based on the chi square test) were significant at the .05 level.

8. How satisfied are you with how teachers are working with your child this year?

Type of School	Race	Percents of Responses				Total No. of Resps.	Signif. ¹
		Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied		
WD	B	10	13	58	20	(40)	NS
	W	6	10	56	28	(78)	
	Total	7	11	57	25	(118)	
ED	B	5	5	50	40	(20)	NS
	W	11	32	42	16	(19)	
	Total	8	18	46	28	(39)	
DD	B	0	25	56	19	(16)	NS
	W	10	14	48	29	(21)	
	Total	5	19	51	24	(37)	
DB	B	5	14	50	32	(22)	NS
	W	5	9	55	32	(22)	
	Total	5	11	52	32	(44)	
WB	B	3	13	55	30	(64)	NS
	W	6	23	49	23	(53)	
	Total	4	17	52	27	(117)	
EB (< 80% B)	B	3	13	44	41	(32)	NS
	W	8	32	44	16	(25)	
	Total	5	21	44	30	(57)	
EB (> 80% B)	B	9	18	49	24	(66)	
TOTALS	B	6	14	52	29	(260)	NS
	W	7	18	51	25	(218)	
	Total	6	16	51	27	(478)	

¹Statistical significance of differences between black and white parents' responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

(9-11) How satisfied are you with the quality of teaching in the elementary grades in Detroit schools in the following subject areas:

9. Reading

Type of School	Race	Percents of Responses				Total No. of Resps.	Signif. ¹
		Very dissatis- fied	Quite dissatis- fied	Quite satis- fied	Very satis- fied		
WD	B	12	20	54	15	(41)	NS
	W	12	21	49	18	(77)	
	Total	12	20	51	17	(118)	
ED	B	10	5	48	38	(21)	NS
	W	16	32	26	26	(19)	
	Total	13	18	38	33	(40)	
DD	B	0	29	50	21	(14)	NS
	W	14	10	52	24	(21)	
	Total	9	17	51	23	(35)	
DB	B	26	17	39	17	(23)	NS
	W	5	14	67	14	(21)	
	Total	16	16	52	16	(44)	
WB	B	18	14	46	22	(63)	NS
	W	14	19	52	15	(52)	
	Total	16	17	49	19	(115)	
EB (< 80% B)	B	13	19	53	16	(32)	NS
	W	4	28	48	20	(25)	
	Total	9	23	51	18	(57)	
EB (> 80% B)	B	8	22	48	23	(65)	
TOTALS	B	13	18	48	21	(259)	NS
	W	11	21	50	19	(215)	
	Total	12	19	49	20	(474)	

¹Statistical significance of differences between black and white parents' responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

(9-11) How satisfied are you with the quality of teaching in the elementary grades in Detroit schools in the following subject areas:

10. Writing

Type of School	Race	Percents of Responses				Total No. of Resps.	Signif. ¹
		Very dissatis- fied	Quite dissatis- fied	Quite satis- fied	Very satis- fied		
WD	B	7	22	54	17	(41)	NS
	W	8	28	41	24	(76)	
	Total	8	26	45	21	(117)	
BD	B	11	5	58	26	(19)	NS
	W	11	26	42	21	(19)	
	Total	11	16	50	24	(38)	
DD	B	6	13	56	25	(16)	NS
	W	14	10	62	14	(21)	
	Total	11	11	60	19	(37)	
DB	B	13	26	44	17	(23)	NS
	W	5	19	67	10	(21)	
	Total	9	23	55	14	(44)	
WB	B	11	21	45	23	(62)	NS
	W	15	14	54	17	(52)	
	Total	13	18	49	20	(114)	
EB (< 80% B)	B	6	22	56	16	(32)	NS
	W	0	32	64	4	(25)	
	Total	4	26	60	11	(57)	
EB (> 80% B)	B	8	19	45	28	(64)	
TOTALS	B	9	20	49	22	(257)	NS
	W	9	22	51	17	(214)	
	Total	9	21	50	20	(471)	

¹Statistical significance of differences between black and white parents' responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

(9-11) How satisfied are you with the quality of teaching in the elementary grades in Detroit schools in the following subject areas:

11. Arithmetic

Type of School	Race	Percents of Responses				Total No. of Resps.	Signif. ¹
		Very dissatis- fied	Quite dissatis- fied	Quite satis- fied	Very satis- fied		
WD	B	15	24	42	20	(41)	NS
	W	14	20	47	20	(77)	
	Total	14	21	45	20	(118)	
BD	B	19	5	52	24	(21)	NS
	W	26	16	42	16	(19)	
	Total	23	10	48	20	(40)	
DD	B	6	19	69	6	(16)	NS
	W	19	5	62	14	(21)	
	Total	14	11	65	11	(37)	
DB	B	13	22	48	17	(23)	NS
	W	5	29	48	19	(21)	
	Total	9	25	48	18	(44)	
WB	B	14	20	39	27	(64)	NS
	W	15	15	42	27	(52)	
	Total	15	18	41	27	(116)	
EB (< 80% B)	B	9	22	50	19	(32)	NS
	W	8	20	52	20	(25)	
	Total	9	21	51	19	(57)	
EB (> 80% B)	B	17	14	49	20	(65)	
TOTALS	B	14	18	47	21	(262)	NS
	W	14	18	47	21	(215)	
	Total	14	18	47	21	(477)	

¹Statistical significance of differences between black and white parents' responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

12. How would you describe the handling of discipline at your Grade 2 (5) child's school?

Type of School	Race	Percents of Responses			Total No. of Resps.	Signif. ¹
		Too strict	Just about right	Too easygoing		
WD	B	2	81	17	(41)	NS
	W	1	62	37	(76)	
	Total	2	68	30	(117)	
BD	B	0	91	10	(21)	*
	W	5	58	37	(19)	
	Total	3	75	23	(40)	
DD	B	6	59	35	(17)	NS
	W	10	52	38	(21)	
	Total	8	55	37	(38)	
DB	B	0	70	30	(23)	NS
	W	5	68	27	(22)	
	Total	2	69	29	(45)	
WB	B	2	69	30	(64)	NS
	W	4	58	39	(52)	
	Total	3	64	34	(116)	
BB (< 80% B)	B	0	78	22	(32)	NS
	W	4	65	30	(23)	
	Total	2	73	26	(55)	
BB (> 80% B)	B	5	65	30	(66)	
TOTALS	B	2	72	26	(264)	*
	W	4	61	36	(213)	
	Total	3	67	30	(477)	

¹Statistical significance of differences between black and white parents' responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

13. How much of a problem is fighting and other disruptive behavior at your Grade 2 (5) child's school?

Type of School	Race	Percents of Responses				Total No. of Resps.	Signif. ¹
		No problem	Little problem	Somewhat of a problem	A serious problem		
WD	B	12	52	24	12	(42)	NS
	W	12	45	29	15	(76)	
	Total	12	48	27	14	(118)	
BD	B	25	40	25	10	(20)	NS
	W	16	26	53	5	(19)	
	Total	21	33	39	8	(39)	
DD	B	18	53	29	0	(17)	*
	W	0	29	43	29	(21)	
	Total	8	40	37	16	(38)	
DB	B	4	44	44	9	(23)	NS
	W	5	27	59	9	(22)	
	Total	4	36	51	9	(45)	
WB	B	17	48	25	11	(65)	NS
	W	12	40	33	15	(52)	
	Total	15	44	28	13	(117)	
EB (< 80% B)	B	13	59	25	3	(32)	NS
	W	20	44	32	4	(25)	
	Total	16	53	28	4	(57)	
EB (> 80% B)	B	14	40	35	11	(65)	
TOTALS	B	14	47	29	9	(264)	NS
	W	11	39	37	14	(215)	
	Total	13	43	33	11	(479)	

¹Statistical significance of differences between black and white parents' responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

(14-17) Since September, how often have you visited your child's school for the following reasons?

14. To attend meetings of a parent-teacher organization

Type of School	Race	Percents of Responses			Total No. of Resps.	Signif. ¹
		No times	Once or twice	Three or more times		
WD	B	71	21	7	(42)	NS
	W	70	16	14	(80)	
	Total	71	18	12	(122)	
BD	B	73	9	18	(22)	NS
	W	75	15	10	(20)	
	Total	74	12	14	(42)	
DD	B	71	12	18	(17)	NS
	W	52	29	19	(21)	
	Total	61	21	18	(38)	
DB	B	52	22	26	(23)	NS
	W	59	23	18	(22)	
	Total	56	22	22	(45)	
WB	B	59	18	23	(66)	NS
	W	52	33	15	(54)	
	Total	56	25	19	(120)	
BB (< 80%B)	B	50	22	28	(32)	NS
	W	80	12	8	(25)	
	Total	63	18	19	(57)	
BB (> 80%B)	B	41	29	30	(45)	
TOTALS	B	57	21	22	(268)	•
	W	64	22	14	(222)	
	Total	60	21	19	(490)	

¹Statistical significance of differences between black and white parents' responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

Differences among the types of schools (based on the chi square test) were significant at the .05 level.

(14-17) Since September, how often have you visited your child's school for the following reasons?

15. For a parent-teacher conference.

Type of School	Race	Percents of Responses			Total No. of Resps.	Signif. ¹
		No times	Once or twice	Three or more times		
WD	B	45	31	24	(42)	**
	W	24	25	51	(80)	
	Total	31	27	42	(122)	
BD	B	32	32	36	(22)	NS
	W	30	40	30	(20)	
	Total	31	36	33	(42)	
DD	B	29	47	24	(17)	NS
	W	10	57	33	(21)	
	Total	18	53	29	(38)	
DB	B	26	35	39	(23)	NS
	W	32	41	27	(22)	
	Total	29	38	33	(45)	
WB	B	29	42	29	(66)	NS
	W	26	43	32	(54)	
	Total	28	43	30	(120)	
BB (< 80% B)	B	22	38	41	(32)	NS
	W	36	24	40	(25)	
	Total	28	32	40	(57)	
BB (> 80% B)	B	20	36	44	(66)	
TOTALS	B	28	37	34	(268)	NS
	W	25	35	40	(222)	
	Total	27	36	37	(490)	

¹Statistical significance of differences between black and white parents' responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

(14-17) Since September, how often have you visited your child's school for the following reasons?

16. To discuss a problem your child is having.

Type of School	Race	Percents of Responses			Total No. of Resps.	Signif. ¹
		No times	Once or twice	Three or more times		
WD	B	48	36	17	(42)	NS
	W	58	33	10	(80)	
	Total	54	34	12	(122)	
BD	B	55	23	23	(22)	NS
	W	35	55	10	(20)	
	Total	45	38	17	(42)	
DD	B	24	53	24	(17)	NS
	W	62	24	14	(21)	
	Total	45	37	18	(38)	
DB	B	61	26	13	(23)	NS
	W	59	32	9	(22)	
	Total	60	29	11	(45)	
WB	B	50	33	17	(66)	NS
	W	67	15	19	(54)	
	Total	58	25	18	(120)	
EB (< 80%B)	B	56	22	22	(32)	NS
	W	60	36	4	(25)	
	Total	58	28	14	(57)	
EB (> 80%B)	B	49	29	23	(66)	
TOTALS	B	50	31	19	(268)	*
	W	59	29	12	(222)	
	Total	54	30	16	(490)	

¹Statistical significance of differences between black and white parents' responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

(14-17) Since September, how often have you visited your child's school for the following reasons?

17. To attend a school program

Type of School	Race	Percents of Responses			Total No. of Resps.	Signif. ¹
		No times	Once or twice	Three or more times		
WD	B	62	29	10	(42)	NS
	W	45	33	23	(80)	
	Total	51	31	18	(122)	
BD	B	50	27	23	(22)	NS
	W	55	45	0	(20)	
	Total	52	36	12	(42)	
DD	B	29	65	6	(17)	NS
	W	24	43	33	(21)	
	Total	26	53	21	(38)	
DE	B	35	52	13	(23)	NS
	W	36	41	23	(22)	
	Total	36	47	18	(45)	
WB	B	41	44	15	(66)	NS
	W	37	48	15	(54)	
	Total	39	46	15	(120)	
EB (< 80% B)	B	50	31	19	(32)	NS
	W	64	24	12	(25)	
	Total	56	28	16	(57)	
EB (> 80% B)	B	33	36	30	(66)	
TOTALS	B	43	39	18	(268)	NS
	W	43	38	19	(222)	
	Total	43	39	18	(490)	

¹Statistical significance of differences between black and white parents' responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

Differences among the types of schools (based on the chi square test) were significant at the .05 level.

18. How satisfied are you with information provided to parents by your Grade 2 (5) child's school?

Type of School	Race	Percents of Responses				Total No. of Resps.	Signif. ¹
		Very dissatis- fied	Quite dissatis- fied	Quite satis- fied	Very satis- fied		
WD	B	8	13	45	35	(40)	NS
	W	8	8	59	26	(78)	
	Total		8	9	54	(118)	
ED	B	10	0	43	48	(21)	NS
	W	10	20	50	20	(20)	
	Total	10	10	46	34	(41)	
DD	B	6	12	59	24	(17)	NS
	W	19	10	52	19	(21)	
	Total	13	11	55	21	(38)	
DB	B	9	9	55	27	(22)	NS
	W	5	9	68	18	(22)	
	Total	7	9	61	23	(44)	
WB	B	3	14	56	27	(66)	NS
	W	13	9	57	20	(54)	
	Total	8	12	57	24	(120)	
EB (< 80% B)	B	3	10	53	33	(30)	NS
	W	4	20	56	20	(25)	
	Total	4	15	55	27	(55)	
EB (> 80% B)	B	6	13	50	31	(64)	
TOTALS	B	6	11	52	32	(260)	NS
	W	10	11	58	22	(220)	
	Total	8	11	54	27	(480)	

¹Statistical significance of differences between black and white parents' responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

19. How satisfied are you with the number of opportunities parents like you have to participate in school affairs?

Type of School	Race	Percents of Responses				Total No. of Resps.	Signif. ¹
		Very dissatis- fied	Quite dissatis- fied	Quite satis- fied	Very satis- fied		
WD	B	10	18	55	18	(40)	NS
	W	1	9	71	18	(77)	
	Total	4	12	66	18	(117)	
BD	B	0	10	52	38	(21)	NS
	W	5	26	58	11	(19)	
	Total	3	18	55	25	(40)	
DD	B	0	6	65	29	(17)	NS
	W	10	14	67	10	(21)	
	Total	5	11	66	18	(38)	
DB	B	9	5	64	23	(22)	NS
	W	5	9	55	32	(22)	
	Total	7	7	59	27	(44)	
WB	B	3	15	52	29	(65)	NS
	W	9	6	64	21	(53)	
	Total	6	11	58	25	(118)	
EB (< 80% B)	B	6	3	53	38	(32)	NS
	W	13	8	71	8	(24)	
	Total	9	5	61	25	(56)	
EB (> 80% B)	B	2	14	52	32	(65)	
TOTALS	B	4	12	55	29	(262)	**
	W	6	10	66	18	(216)	
	Total	5	11	60	24	(478)	

¹ Statistical significance of differences between black and white parents' responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

20. How safe are Grade 2 (5) children in your child's school?

Type of School	Race	Percents of Responses				Total No. of Resps.	Signif. ¹
		Very unsafe	Quite unsafe	Quite safe	Very safe		
WD	B	7	5	71	17	(42)	NS
	W	3	12	69	16	(74)	
	Total	4	10	70	16	(116)	
BD	B	5	10	52	33	(21)	NS
	W	10	15	60	15	(20)	
	Total	7	12	56	24	(41)	
DD	B	0	20	47	33	(15)	NS
	W	10	29	57	5	(21)	
	Total	6	25	53	17	(36)	
DB	B	0	5	68	27	(22)	NS
	W	5	27	59	9	(22)	
	Total	2	16	64	18	(44)	
WB	B	3	6	73	17	(64)	NS
	W	10	15	62	14	(52)	
	Total	6	10	68	16	(116)	
EB (< 80% B)	B	0	6	69	25	(32)	NS
	W	4	17	63	17	(24)	
	Total	2	11	66	21	(56)	
EB (> 80% B)	B	2	18	67	14	(66)	
TOTALS	B	3	10	67	20	(262)	**
	W	6	17	64	14	(213)	
	Total	4	13	66	17	(475)	

¹Statistical significance of differences between black and white parents' responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

21. Do you think black and white Detroit students will get along better or worse next year than this year?

Type of School	Race	Percents of Responses					Total No. of Resps.	Signif. ¹
		Much worse next year	A little worse next year	About the same next year	A little better next year	Much better next year		
WD	B	2	2	61	20	15	(41)	**
	W	8	15	66	12	0	(76)	
	Total	6	10	64	15	5	(117)	
BD	B	5	0	57	29	10	(21)	NS
	W	5	5	68	21	0	(19)	
	Total	5	3	63	25	5	(40)	
DD	B	0	0	63	19	19	(16)	*
	W	15	20	50	15	0	(20)	
	Total	8	11	56	17	8	(36)	
DB	B	4	0	61	17	17	(23)	*
	W	9	23	59	9	0	(22)	
	Total	7	11	60	13	9	(45)	
WB	B	2	2	52	29	16	(62)	**
	W	18	20	55	6	2	(51)	
	Total	9	10	53	19	10	(113)	
EB (< 80% B)	B	3	0	66	22	9	(32)	NS
	W	4	12	72	12	0	(25)	
	Total	4	5	68	18	5	(57)	
EB (> 80% B)	B	2	3	57	31	8	(65)	
TOTALS	B	2	2	58	25	13	(260)	**
	W	10	16	62	11	1	(213)	
	Total	6	8	60	19	7	(473)	

¹Statistical significance of differences between black and white parents' responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

22. What is your general overall rating of your Grade 2 (5) child's school?

Type of School	Race	Percents of Responses					Total No. of Resps.	Signif. ¹
		Very poor	Poor	Fair	Good	Very good		
WD	B	0	10	27	54	10	(41)	NS
	W	1	13	28	37	21	(76)	
	Total	1	12	27	43	17	(117)	
BD	B	0	5	38	29	29	(21)	NS
	W	5	16	37	32	11	(19)	
	Total	3	10	38	30	20	(40)	
DD	B	6	6	18	47	24	(17)	NS
	W	19	10	24	29	19	(21)	
	Total	13	8	21	37	21	(38)	
DB	B	0	5	27	46	23	(22)	NS
	W	9	9	46	23	14	(22)	
	Total	5	7	36	34	18	(44)	
WB	B	3	2	31	39	26	(62)	*
	W	4	14	37	37	10	(52)	
	Total	4	7	33	38	18	(114)	
EB (< 80% B)	B	0	6	34	25	34	(32)	NS
	W	0	8	46	29	17	(24)	
	Total	0	7	39	27	27	(56)	
EB (> 80% B)	B	3	3	43	35	15	(65)	
TOTALS	B	2	5	33	39	22	(260)	**
	W	5	12	34	33	16	(214)	
	Total	3	8	34	36	19	(474)	

¹Statistical significance of differences between black and white parents' responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant

(23-29) How good a job is your Grade 2 (5) child's school doing on each of the following:

23. Teaching the basic skills (reading, writing, arithmetic)

Type of School	Race	Percents of Responses					Total No. of Resps.	Signif. ¹
		Very poor	Poor	Fair	Good	Very good		
WD	B	0	7	29	38	26	(42)	NS
	W	4	15	27	32	23	(79)	
	Total	3	12	27	34	24	(121)	
BD	B	0	5	33	33	29	(21)	NS
	W	11	17	22	39	11	(18)	
	Total	5	10	28	36	21	(39)	
DD	B	0	6	35	41	18	(17)	NS
	W	14	0	19	48	19	(21)	
	Total	8	3	26	45	18	(38)	
DB	B	9	9	41	23	18	(22)	NS
	W	0	5	36	36	23	(22)	
	Total	5	7	39	30	21	(44)	
WB	B	3	5	23	38	31	(64)	NS
	W	8	6	26	45	15	(53)	
	Total	5	5	25	41	24	(117)	
EB (< 80%B)	B	0	7	26	32	36	(31)	NS
	W	0	4	44	44	8	(25)	
	Total	0	5	34	38	23	(56)	
EB (> 80%B)	B	2	5	35	31	28	(65)	
TOTALS	B	2	6	31	34	28	(262)	**
	W	6	9	28	39	18	(218)	
	Total	4	7	30	36	23	(480)	

¹Statistical significance of differences between black and white parents' responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

(23-29) How good a job is your Grade 2 (5) child's school doing on each of the following:

24. Teaching good citizenship (cooperation, honesty, and respect for others)

Type of School	Race	Percents of Responses					Total No. of Resps.	Signif. ¹
		Very poor	Poor	Fair	Good	Very good		
WD	B	0	10	24	41	26	(42)	NS
	W	4	15	24	33	24	(79)	
	Total	3	13	24	36	25	(121)	
BD	B	0	5	37	32	26	(19)	NS
	W	11	22	17	22	28	(18)	
	Total	5	14	27	27	27	(37)	
DD	B	0	6	18	59	18	(17)	NS
	W	14	10	19	33	24	(21)	
	Total	8	8	18	45	21	(38)	
DB	B	9	14	23	32	23	(22)	NS
	W	5	14	18	32	32	(22)	
	Total	7	14	21	32	27	(44)	
WB	B	2	5	22	32	40	(63)	**
	W	9	11	26	42	11	(53)	
	Total	5	8	24	36	27	(116)	
BB (< 80% B)	B	3	6	28	22	41	(32)	NS
	W	4	4	36	36	20	(25)	
	Total	4	5	32	28	32	(57)	
BB (> 80% B)	B	3	5	25	35	32	(65)	
TOTALS	B	2	7	25	35	32	(260)	**
	W	7	12	24	34	22	(218)	
	Total	4	9	25	35	27	(478)	

¹ Statistical significance of differences between black and white parents' responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

(23-29) How good a job is your Grade 2 (5) child's school doing on each of the following:

25. Encouraging children to do their best

Type of School	Race	Percents of Responses					Total No. of Resps.	Signif. ¹
		Very poor	Poor	Fair	Good	Very good		
WD	B	0	10	31	41	19	(42)	NS
	W	3	13	29	28	28	(76)	
	Total	2	12	30	32	25	(118)	
ED	B	0	5	20	25	50	(20)	NS
	W	11	5	21	32	32	(19)	
	Total	5	5	21	28	41	(39)	
DD	B	0	12	18	47	24	(17)	NS
	W	14	0	33	29	24	(21)	
	Total	8	5	26	37	24	(38)	
DB	B	5	18	18	27	32	(22)	NS
	W	5	5	36	27	27	(22)	
	Total	5	11	27	27	30	(44)	
WB	B	3	3	25	31	38	(64)	NS
	W	6	10	29	37	19	(52)	
	Total	4	6	27	34	29	(116)	
EB (< 80% B)	B	3	6	22	31	38	(32)	NS
	W	0	16	40	28	16	(25)	
	Total	2	11	30	30	28	(57)	
EB (> 80% B)	B	3	5	31	28	33	(64)	
TOTALS	B	2	7	26	32	33	(261)	NS
	W	5	10	31	30	24	(215)	
	Total	4	8	28	31	29	(476)	

¹ Statistical significance of differences between black and white parents' responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

(23-29) How good a job is your Grade 2 (5) child's school doing on each of the following?

26. Meeting each child's individual needs

Type of School	Race	Percents of Responses					Total No. of Resps.	Signif. ¹
		Very poor	Poor	Fair	Good	Very good		
WD	B	2	26	36	21	14	(42)	NS
	W	13	27	19	22	19	(78)	
	Total	9	27	25	22	18	(120)	
ED	B	0	5	50	30	15	(20)	NS
	W	26	11	37	16	11	(19)	
	Total	13	8	44	23	13	(39)	
DD	B	0	24	18	53	6	(17)	NS
	W	19	10	29	29	14	(21)	
	Total	11	16	24	40	11	(38)	
DB	B	5	23	36	27	9	(22)	NS
	W	9	18	41	27	5	(22)	
	Total	7	21	39	27	7	(44)	
WB	B	3	18	30	30	20	(61)	NS
	W	13	21	34	21	11	(53)	
	Total	8	19	32	25	16	(114)	
BB (< 80% B)	B	3	3	45	32	16	(31)	NS
	W	12	24	36	20	8	(25)	
	Total	7	13	41	27	13	(56)	
BB (> 80% B)	B	3	15	36	25	21	(61)	
TOTALS	B	3	17	35	29	17	(254)	**
	W	14	21	29	22	13	(218)	
	Total	8	19	33	26	15	(472)	

¹Statistical significance of differences between black and white parents' responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

(23-29) How good a job is your Grade 2 (5) child's school doing on each of the following?

27. Maintaining good discipline

Type of School	Race	Percents of Responses					Total No. of Resps.	Signif. ¹
		Very poor	Poor	Fair	Good	Very good		
WD	B	2	10	41	38	10	(42)	*
	W	9	21	21	29	21	(77)	
	Total	7	17	28	32	17	(119)	
BD	B	0	10	30	35	25	(20)	NS
	W	21	11	32	16	21	(19)	
	Total	10	10	31	26	23	(39)	
DD	B	0	6	39	53	12	(17)	NS
	W	10	14	29	19	29	(21)	
	Total	5	11	29	34	21	(38)	
DB	B	5	14	24	43	14	(21)	NS
	W	5	9	27	46	14	(22)	
	Total	5	12	26	44	14	(43)	
WB	B	3	5	27	34	31	(62)	*
	W	11	15	34	28	11	(53)	
	Total	7	10	30	31	22	(115)	
EB (< 80% B)	B	0	10	29	19	42	(31)	NS
	W	0	20	36	28	16	(25)	
	Total	0	14	32	23	30	(56)	
EB (> 80% B)	B	3	11	23	31	31	(64)	
TOTALS	B	2	9	29	34	26	(257)	**
	W	9	17	28	28	18	(217)	
	Total	6	12	29	31	22	(474)	

¹Statistical significance of differences between black and white parents' responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

(23-29) How good a job is your Grade 2 (5) child's school doing on each of the following?

28. Reporting pupil progress to parents

Type of School	Race	Percents of Responses					Total No. of Resps.	Signif. ¹
		Very poor	Poor	Fair	Good	Very good		
WD	B	10	14	19	26	31	(42)	NS
	W	4	4	23	39	31	(78)	
	Total	6	8	22	34	31	(120)	
BD	B	0	10	15	15	60	(20)	**
	W	5	16	21	53	5	(19)	
	Total	3	13	18	33	33	(39)	
DD	B	6	6	19	56	13	(16)	NS
	W	15	10	20	25	30	(20)	
	Total	11	8	19	39	22	(36)	
DB	B	5	9	36	18	32	(22)	NS
	W	5	14	32	18	32	(22)	
	Total	5	11	34	18	32	(44)	
WB	B	5	5	22	30	38	(63)	*
	W	8	15	21	42	15	(53)	
	Total	6	10	22	35	28	(116)	
BB (< 80% B)	B	6	9	16	22	47	(32)	NS
	W	4	8	20	40	28	(25)	
	Total	5	9	18	30	39	(57)	
BB (> 80% B)	B	2	8	19	35	37	(63)	
TOTALS	B	5	9	21	29	37	(258)	*
	W	5	10	23	37	24	(217)	
	Total	5	9	22	33	31	(475)	

¹Statistical significance of differences between black and white parents' responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

(23-29) How good a job is your Grade 2 (5) child's school doing on each of the following?

29. Counseling children who misbehave

Type of School	Race	Percents of Responses					Total No. of Resps.	Signif. ¹
		Very poor	Poor	Fair	Good	Very good		
WD	B	7	17	26	26	24	(42)	NS
	W	16	12	25	27	19	(73)	
	Total	13	14	25	27	21	(115)	
BD	B	10	0	20	25	45	(20)	NS
	W	17	28	11	22	22	(18)	
	Total	13	13	16	24	34	(38)	
DD	B	6	19	25	31	19	(16)	NS
	W	10	14	29	24	24	(21)	
	Total	8	16	27	27	22	(37)	
DB	B	0	19	24	24	33	(21)	NS
	W	11	22	33	22	11	(18)	
	Total	5	21	28	23	23	(39)	
WB	B	5	10	19	29	38	(63)	**
	W	8	20	29	35	8	(49)	
	Total	6	14	23	31	25	(112)	
EB (< 80% B)	B	7	3	19	36	36	(31)	NS
	W	8	12	40	28	12	(25)	
	Total	7	7	29	32	25	(56)	
EB (> 80% B)	B	7	7	31	26	31	(62)	
TOTALS	B	6	10	24	28	33	(255)	**
	W	12	17	28	28	16	(204)	
	Total	9	13	26	28	25	(459)	

¹Statistical significance of differences between black and white parents' responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

31. How do you feel bussing for desegregation is working in your Grade 2 (5) child's school? (If no children are bussed to the school, skip this question.)

Type of School	Race	Percents of Responses					Total No. of Resps.	Signif. ¹
		Very poorly	Poorly	Fair	Quite well	Very well		
WD	B	7	7	36	32	19	(31)	**
	W	22	27	35	12	4	(49)	
	Total	16	19	35	20	10	(80)	
BD	B	0	29	29	43	0	(7)	NS
	W	36	18	9	36	0	(11)	
	Total	22	22	17	39	0	(18)	
DD	B	0	11	44	44	0	(9)	NS
	W	15	31	46	8	0	(13)	
	Total	9	23	46	23	0	(22)	
DB	B	0	0	67	33	0	(12)	NS
	W	14	29	43	14	0	(14)	
	Total	8	15	54	23	0	(26)	
WB	B	8	17	25	25	25	(48)	**
	W	25	22	36	17	0	(36)	
	Total	16	19	30	21	14	(84)	
BB (< 80% B)	B	9	14	23	46	9	(22)	NS
	W	8	32	32	24	4	(25)	
	Total	9	23	28	34	6	(47)	
BB (> 80% B)	B							
	W							
	Total							
TOTALS	B	6	12	33	33	16	(129)	**
	W	20	26	35	17	2	(148)	
	Total	14	20	34	25	8	(277)	

¹Statistical significance of differences between black and white parents' responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

32. How safe do you feel Grade 2 (5) children are on school busses?

Type of School	Race	Percents of Responses				Total No. of Resps.	Signif. ¹
		Very unsafe	Quite unsafe	Quite safe	Very safe		
WD	B	15	21	59	5	(39)	*
	W	29	38	32	2	(66)	
	Total	24	31	42	3	(105)	
ED	B	8	23	62	8	(13)	NS
	W	35	29	35	0	(17)	
	Total	23	27	47	3	(30)	
DD	B	0	9	73	18	(11)	*
	W	29	35	35	0	(17)	
	Total	18	25	50	7	(28)	
DB	B	16	11	74	0	(19)	NS
	W	29	35	35	0	(17)	
	Total	22	22	56	0	(36)	
WB	B	15	19	49	17	(53)	NS
	W	24	32	42	2	(41)	
	Total	19	25	46	11	(94)	
EB (< 80%B)	B	7	19	70	4	(27)	NS
	W	23	23	50	5	(22)	
	Total	14	20	61	4	(49)	
EB (> 80%B)	B						
TOTALS	B	12	18	61	9	(162)	**
	W	28	33	37	2	(180)	
	Total	21	26	48	5	(342)	

¹Statistical significance of differences between black and white parents' responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

33. How do you think teachers at your Grade 2 (5) child's school feel about black and white students going to the same school together?

Percents of Responses						
Type of School	Race	Most teachers don't like it	It doesn't seem to matter to most teachers	Most teachers like it	Total No. of Resps.	Signif. ¹
WD	B	15	75	10	(40)	NS
	W	16	77	7	(73)	
	Total	16	76	8	(113)	
BD	B	6	72	22	(18)	NS
	W	6	67	28	(18)	
	Total	6	69	25	(36)	
DD	B	6	81	13	(16)	NS
	W	11	84	5	(19)	
	Total	9	83	9	(35)	
DB	B	19	71	10	(21)	NS
	W	11	79	11	(19)	
	Total	15	75	10	(40)	
WB	B	17	72	12	(60)	NS
	W	16	74	10	(50)	
	Total	16	73	11	(110)	
EB (< 80%B)	B	0	66	35	(29)	*
	W	5	91	5	(22)	
	Total	2	77	22	(51)	
EB (> 80%B)	B					
TOTALS	B	12	72	16	(184)	NS
	W	13	78	10	(201)	
	Total	13	75	13	(385)	

¹Statistical significance of differences between black and white parents' responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

Differences among the types of schools (based on the chi square test) were significant at the .05 level.

34. How well is your Grade 2 (5) child getting along in school with other pupils who are not of the same race?

Type of School	Race	Percents of Responses					Total No. of Resps.	Signif. ¹
		Very poorly	Quite poorly	Fair	Quite well	Very well		
WD	B	0	5	26	45	24	(42)	NS
	W	4	7	31	33	26	(77)	
	Total	3	6	29	37	25	(119)	
BD	B	0	0	28	50	22	(18)	NS
	W	0	5	15	55	25	(20)	
	Total	0	3	21	53	24	(38)	
DD	B	0	0	24	53	24	(17)	NS
	W	5	5	45	30	15	(20)	
	Total	3	3	35	41	19	(37)	
DB	B	0	0	27	64	9	(22)	NS
	W	5	5	36	46	9	(22)	
	Total	2	2	32	55	9	(44)	
WB	B	0	0	25	40	35	(65)	**
	W	9	6	28	39	19	(54)	
	Total	4	3	26	40	28	(119)	
EB (< 80% B)	B	0	0	13	47	40	(30)	**
	W	0	13	50	21	17	(24)	
	Total	0	6	30	35	30	(54)	
EB (> 80% B)	B							
TOTALS	B	0	1	24	47	28	(194)	**
	W	5	7	33	36	20	(217)	
	Total	2	4	29	41	24	(411)	

¹Statistical significance of differences between black and white parents' responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.

35. How do you feel about the treatment of black and white children at your Grade 2 (5) child's school?

Type of School	Race	Percents of Responses			Total No. of Resps.	Signif. ¹
		Black treated better than white	White treated better than black	Black and white treated the same		
WD	B	0	16	84	(38)	**
	W	14	0	87	(74)	
	Total	9	5	86	(112)	
BD	B	0	0	100	(18)	*
	W	26	5	68	(19)	
	Total	14	3	84	(37)	
DD	B	0	7	93	(15)	NS
	W	29	6	65	(17)	
	Total	16	6	78	(32)	
DB	B	0	10	90	(20)	*
	W	18	0	82	(22)	
	Total	10	5	86	(42)	
WB	B	0	13	87	(61)	**
	W	23	4	74	(53)	
	Total	11	9	81	(114)	
EB (< 80% B)	B	0	20	80	(30)	*
	W	5	0	96	(22)	
	Total	2	12	87	(52)	
EB (> 80% B)						
TOTALS	B	0	13	87	(182)	**
	W	18	2	80	(207)	
	Total	10	7	84	(389)	

¹Statistical significance of differences between black and white parents' responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

Differences among the types of schools (based on the chi square test) were not significant.